

Reception LO: to subtract using objects.

Must: touch count a group of objects to ten.

Should: understand the meaning of 'take away' or subtract.

Could: use objects to subtract within the context of play.

Year 1 LO: To subtract using partitioning.

Must: Recognise the subtraction symbol.

Should: Use a part whole model to subtract numbers accurately.

Could: Write a number sentence using the correct symbols.

Warm up



What do these
symbols mean? Can
you think of all the
different names for
them?

=

+

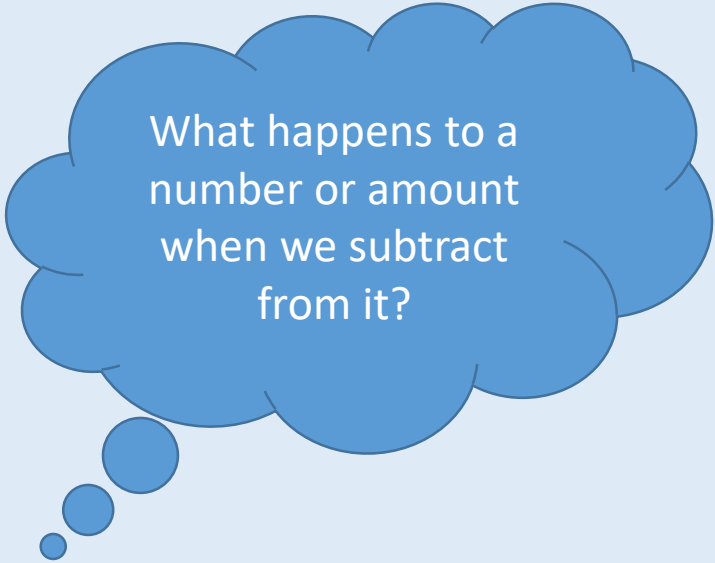
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Subtract
Take away
Minus
Less than
Fewer than

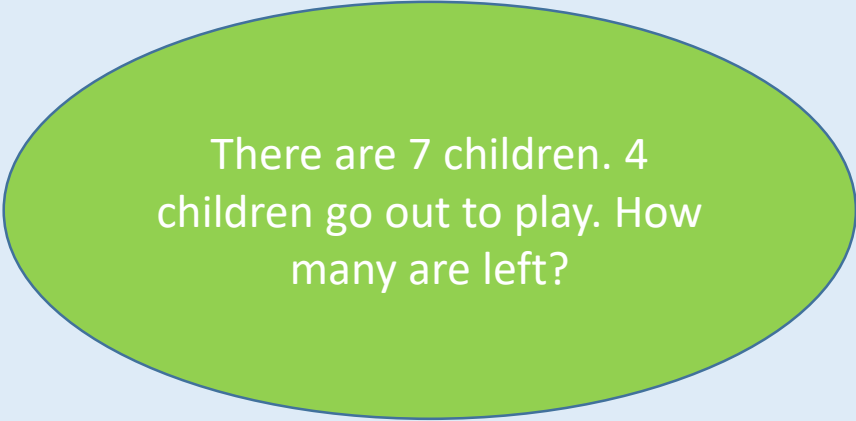
Subtraction



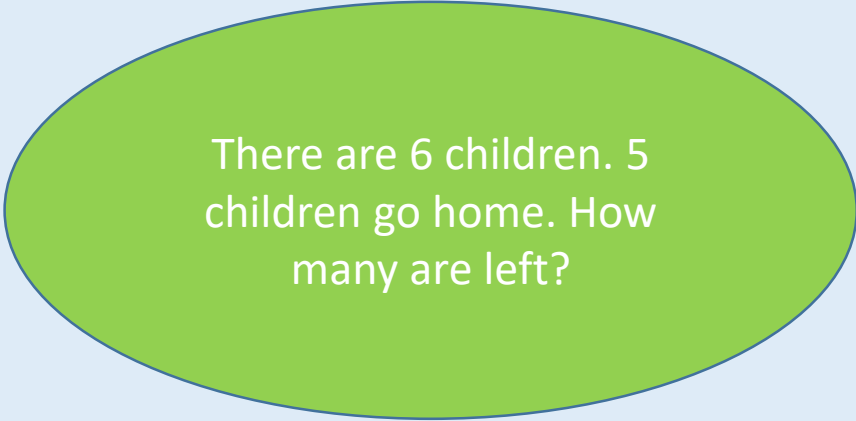
Subtract
Take away
Minus
Less than
Fewer than



What happens to a
number or amount
when we subtract
from it?



There are 7 children. 4
children go out to play. How
many are left?



There are 6 children. 5
children go home. How
many are left?

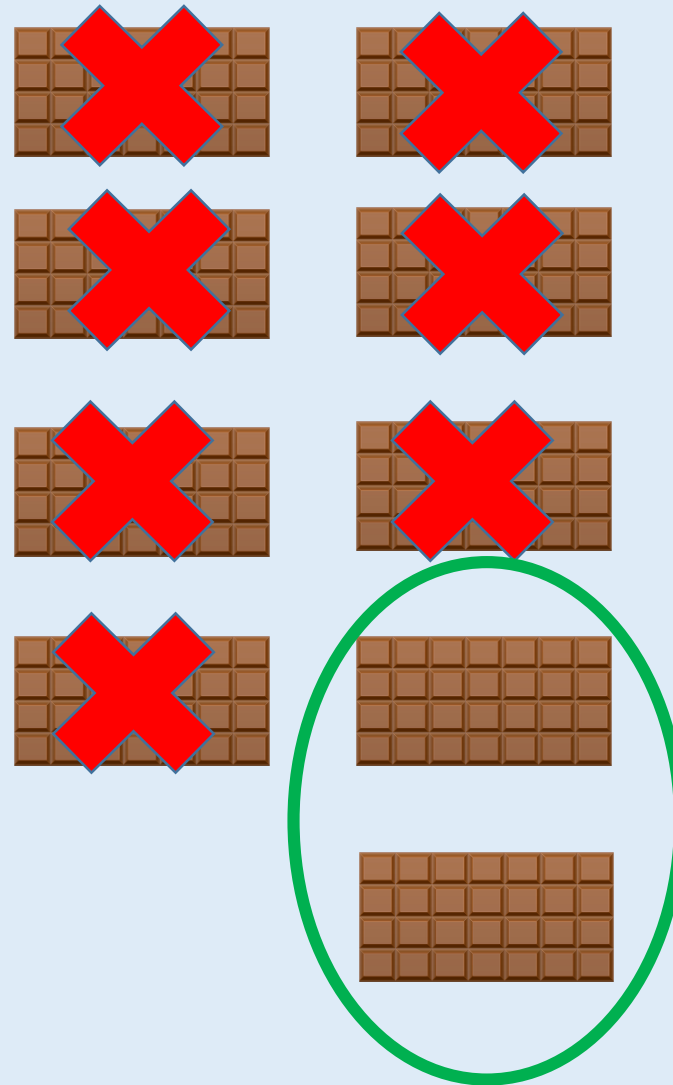
There are 8 cookies. The teacher eats 5 of them! How many will be left?



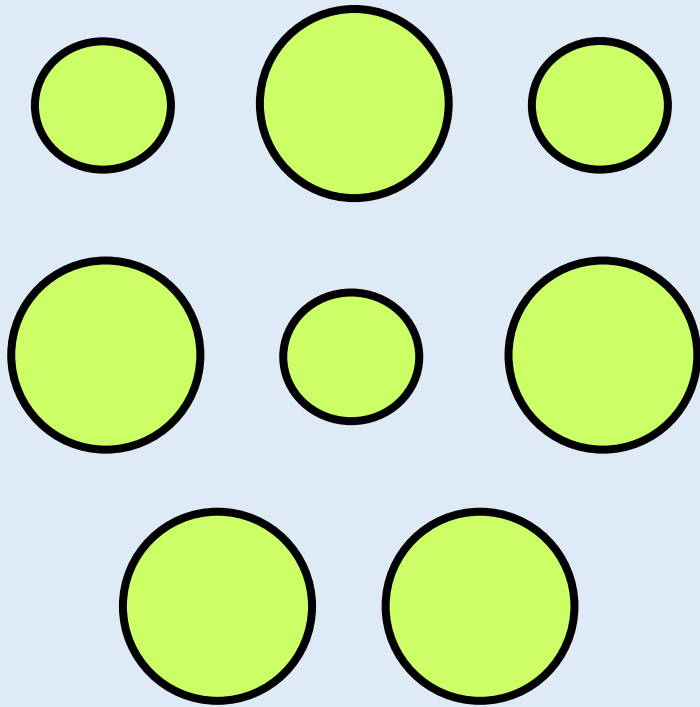
$$8 - 5 =$$

There are 9 chocolates bars.
The teacher eats 7 of them!
How many will be left?

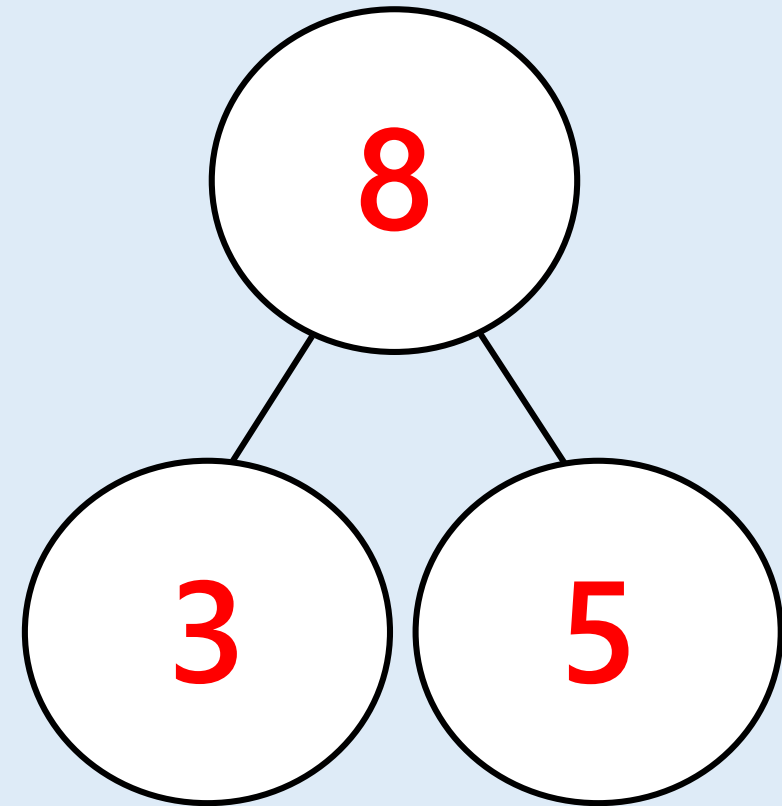
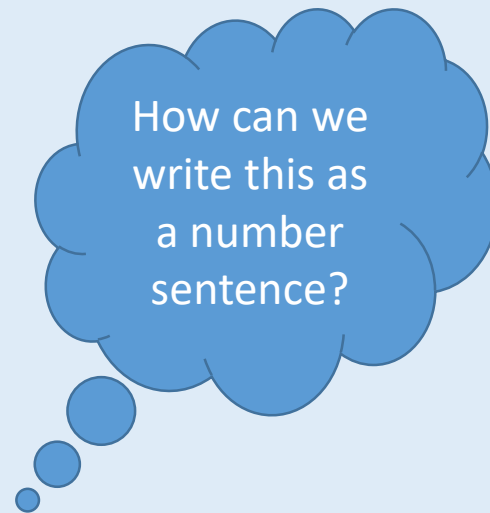
$$9 - 7 =$$



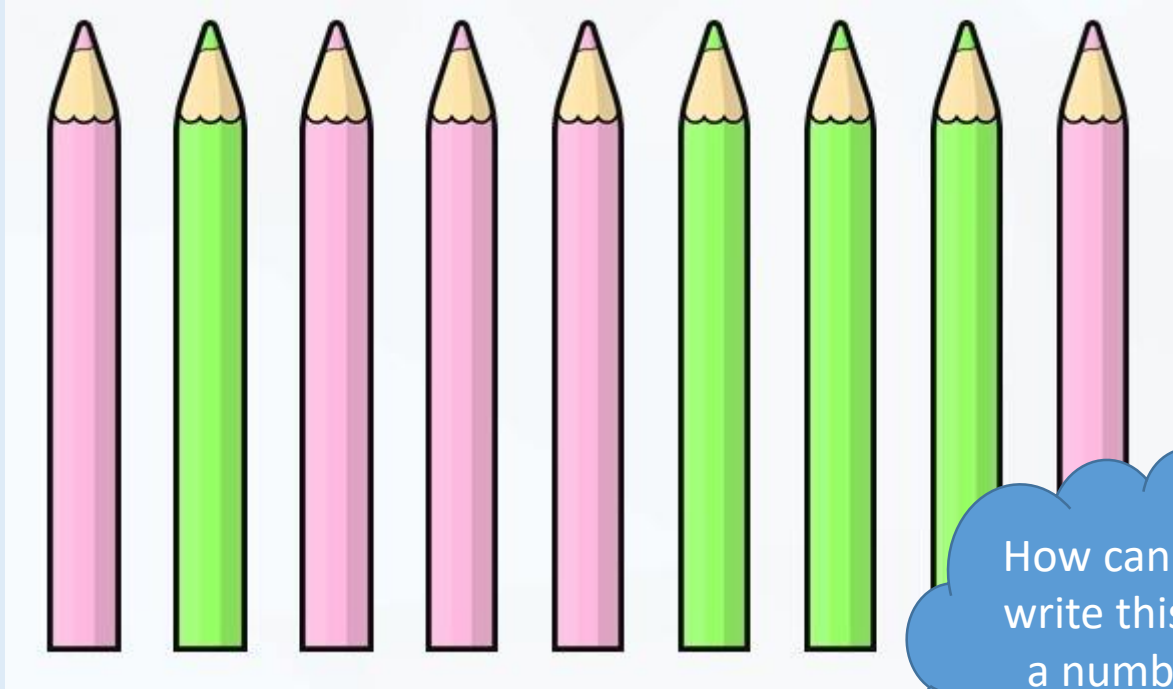
How many counters are not small?



$$\boxed{8} - \boxed{3} = \boxed{5}$$

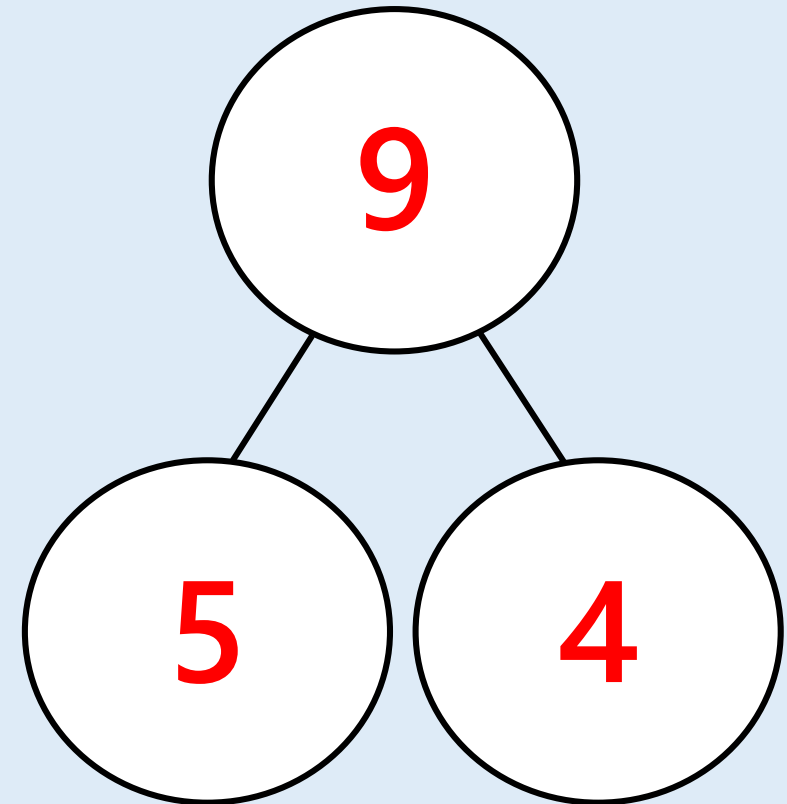


How many pencils are not pink?



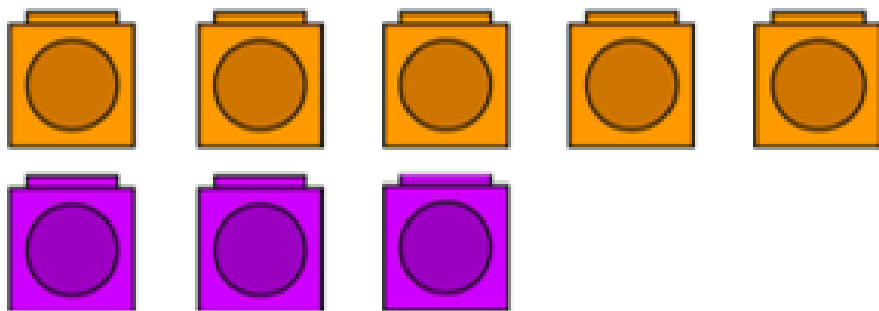
How can we
write this as
a number
sentence?

$$\boxed{9} - \boxed{5} = \boxed{4}$$



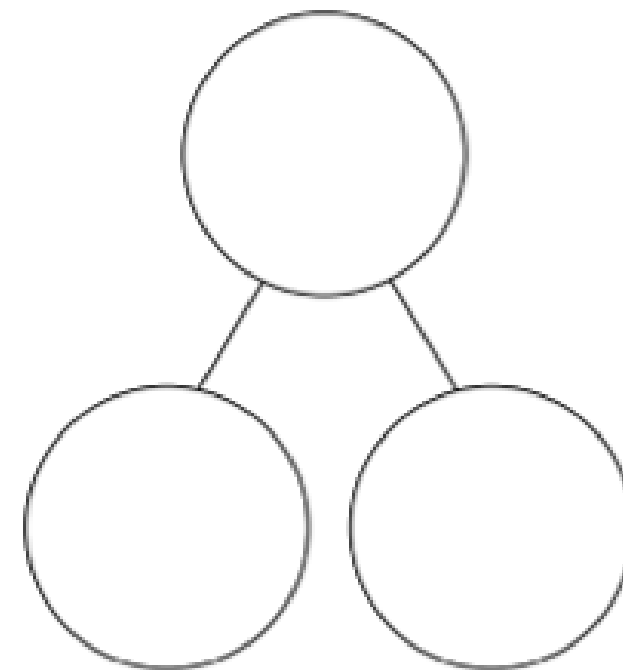
Task: Subtract the coloured cubes and fill the part whole model.

How many cubes are not purple?
How many in total?

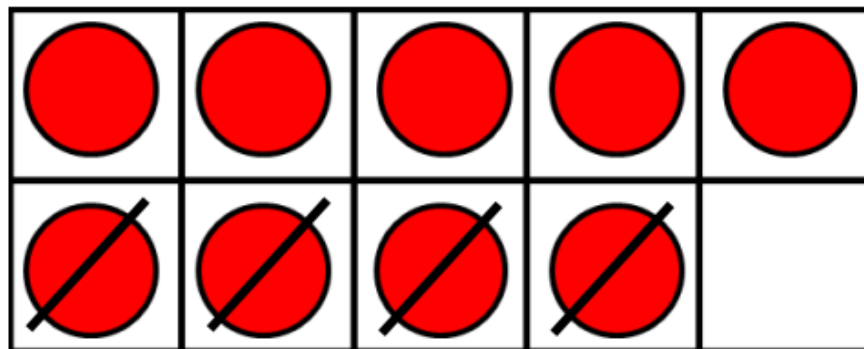


$$\square - \square = \square$$

$$\square = \square - \square$$



The picture matches the number sentence.



$$9 - 4 = 5$$